



Developing Your Vision for Inclusion

SESSION

2

Facilitator's Script



2 hours,
30 minutes total



5 minutes

Developing Your Vision for Inclusion

Introduction and Overview

Welcome to our training session on “Developing Your Vision for Inclusion.” My name is _____. I represent the voice of _____ (family, early intervention, early care and education). Facilitating with me today are _____ (name/voice) and _____ (name/voice).



Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

How many of you attended the session on the importance of having a vision for inclusion?



Facilitators can identify how familiar their audience is with this content. If the group has not seen and discussed the *Creating Bright Futures* DVD in the first session of this volume, they should do so now.

Developing Your Vision for Inclusion

The intent of this training is to promote the inclusion of infants and toddlers with disabilities and their families in your community's early care and education programs. Today you are going to take the first steps in developing a vision of inclusion for your programs and communities.



Add participant introductions/openers, as needed.

Review the Learning Outcomes and Agenda.

See Facilitators' Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ♦ *Participants will consider a vision for including infants and toddlers with disabilities and their families.*
- ♦ *Participants will draft their vision for including infants and toddlers with disabilities and their families in their programs.*
- ♦ *Participants will create a representation of their vision to share with their program and community.*

Agenda

Agree on Ground Rules

Developing a Vision Statement

- Individual Reflections
- Large-Group Discussion
- Small-Group Brainstorming

Sharing Your Vision

- Small-Group Activity
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



5–10 minutes



Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



55 minutes total



5 minutes

Developing a Vision Statement

Individual Reflections

Creating inclusive settings where all children receive nurturing and individualized early learning experiences requires a number of elements. For example, thoughtful planning and development are needed. In addition, service providers from early care and education and early intervention programs must work together with families to provide an appropriate program for infants and toddlers with disabilities, their typically developing peers, and their families. Finally, we know we must have a vision of how we will collaborate to create a sense of belonging for all young children and their families. To have an impact, our visions must include a combination of these elements.

Take a few minutes to think about your vision of collaborative efforts to provide the necessary resources and supports to infants and toddlers with disabilities and their families in inclusive settings.



What do you want your services for infants and toddlers with disabilities and their families to look like?

What are the key elements?

Please take a few minutes to reflect and write what your services might look like.



25 minutes



Large-Group Discussion

What do you want your services for infants and toddlers with disabilities and their families to look like?

What are the key elements?



Chart the group's responses and summarize the key elements.



Add any of the following key points not mentioned by the group:

- ♦ *Creating an environment where everyone has a sense of belonging*
- ♦ *Families are informed decision makers for their children and family.*
- ♦ *Everyone involved with the child works together in planning, service delivery, ongoing communication/coordination, and continuous improvement.*
- ♦ *Systems are aligned to facilitate inclusive services.*

*25 minutes*

Small-Group Brainstorming

Break into small groups (preferably teams of people who work together) to brainstorm. If participants have not brainstormed before, remind them that it is important for all ideas to be shared as quickly as possible in the time allotted. Be nonjudgmental; this will help participants be comfortable generating great ideas for their visions.

We will work in small groups to brainstorm together and develop the key concepts for your vision. Take 25 minutes to think about the characteristics and elements you want to include in your vision. Do not try to finalize your work here. Use the group to generate the main ideas. Take the last five minutes of your allotted time to go back, review, and identify the most important elements of your vision.

If you have trouble getting started, think of what you would want if your niece, nephew, or best friend's child needed early intervention and early care and education services. What would those services and supports look like?



The facilitation team should guide the process that participants use to develop their vision statement, ensuring input from all participants. Facilitators also may want to have examples of other vision statements.



If groups come as teams, have them sit together. Individual participants can write down their ideas and discuss with other participants. They will then identify the most important elements of their vision to share with others.

The next activity is designed to help you refine your vision and share it with this group.



65 minutes total



35 minutes



Sharing Your Vision

Small-Group Activity

Have art materials available for the teams. Encourage all participants to contribute to their team's efforts. Celebrate their creativity. You may want to have a timekeeper to ensure the share-backs are time-limited (3 to 5 minutes each).

In order for your vision to become a reality, you need to create “buy-in” among everyone who will be involved in implementing the vision. You need to communicate your vision in ways that allow others to share your commitment to providing inclusive services for infants and toddlers with disabilities and their families. You also want them to join in your efforts to promote that vision within the community.

This activity is designed to allow you to exercise your creativity and shape something that uniquely represents your team's vision for embracing infants and toddlers with disabilities and their families in inclusive settings.

Developing Your Vision for Inclusion

We have art materials and other props here to help you create a symbol of your vision. You may create a poster, logo, song, commercial, or anything else that represents your vision. The goal is to create something that will communicate your vision to others in your program and community. Each of you has different strengths, learning styles, and interests. While art activities may make some of you uncomfortable, they provide an opportunity for others to shine! Some of you may hate drawing, but you can generate ideas that others in your group may express in a more creative way. This is an opportunity to work in a different modality and allow new creative ideas to emerge.

Incorporate in your group's vision statement as many as possible of the key elements that you just generated. We will have approximately 30 minutes. Please be prepared to share your team's vision briefly, using your creation (song, art, poster, logo, media, etc.).



30 minutes



Large-Group Share-Back

Which team would like to go first?

Each group has 5 minutes for its presentation.



Thank the groups for sharing and applaud their creativity.

*5 minutes*

Wrap-Up

During this session, you have taken the first steps toward developing a collaborative vision statement. The ultimate outcome is to develop a shared vision for including infants and toddlers with disabilities and their families, a vision that is compelling to others in your community. The vision may start with an individual, who shares it with his or her team, program, or community. However, for the vision to be implemented, there must be buy-in from the larger community. In addition, development of the vision must include the perspectives of all key stakeholders—families, early intervention, early care and education programs, etc.

Let's review the key points:

- ♦ *Children are children first.*
- ♦ *Community early care and education programs, such as Early Head Start and Migrant and Seasonal Head Start, are naturally occurring environments for many infants and toddlers with disabilities and their families.*
- ♦ *Children's special needs can be accommodated in community early care and education programs, with support from early intervention service providers and families.*

It is important that we have a common vision for the inclusion of infants and toddlers with disabilities and their families in our programs and communities. A common vision helps us to know when additional resources are needed so that we can serve all children and families, whether or not the children have disabilities.

Developing Your Vision for Inclusion

By focusing on your vision and making it tangible (for example, with your artistic efforts), you have taken important steps toward making inclusion happen. Now you can begin sharing your vision with others in your program and community. Creating a shared vision will help you to move your community forward to assure that all children and families belong.



Are there any questions or comments about the training today?



Review Learning Outcomes.

See Facilitator's Guide.



10 minutes

Reflections/Continuous Improvement

We now would like to give you an opportunity to think about how this session today applies to your work situation. Please list 2–3 strategies you can start to use right away.

We'd like to hear about what worked for you in this session and what could be done to improve it.



Divide a piece of chart paper into 2 columns, as shown.
Entitle 1 column **“What worked?”** and the other column **“Suggestions for improvement.”**

What worked?	Suggestions for improvement



Chart participants’ comments without rebuttal or discussion.
Facilitators can act on these suggestions, as appropriate, in future training sessions.



What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session